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| **WEEK ONE** | **TOPICS/ESSENTIAL Qs** | **LEARNING ACTIVITIES** |
| **MONDAY**    SL.11-12.1 | **What is the difference between a bully, and a leader?**  What causes someone to be a bully?  What does a bully DO? Are there different kinds of bullies?  Can an organization or group of people be a bully as a whole? | 1) Whole class discussion- bullying vs leadership.  2) Free-Write: Two choices:  \*Have you ever been bullied? Or BEEN a bully? Or SEEN someone else being bullied? Explain the event and the emotional impact it had on you.  \*Who has the power in the United States? The people? The president? The Senate? Describe where you think the bulk of the power lies, and whether or not you believe the situation should change.  3) Share out some ideas with the whole class. |
| **TUESDAY**  RI.11-12.7 | **What qualities/characteristics make a good leader?**  Are leaders born with leadership qualities, or can anyone become a good leader? | 1) Free-Write: Explain a time when you took on a leadership role. What did you do? How did being a leader make you feel? What did you get out of it? What did OTHER people get from your leadership?  2) Shared Reading: “Top 10 Qualities that Make a Great Leader” (Forbes)  3) Writing a “blog” post in response to the article (due Friday at the beginning of class--finish as homework). |
| **WEDNESDAY**  RL.11-12.2 | **Is language powerful?**  What happens when the government takes away parts of language, making certain parts of language inaccessible to the public? (Think about *The Giver*—“I apologize” and “I accept your apology”) | 1) Watch short film: “Skwerl”- How English Sounds to Non-English speakers.  2) Short class discussion- how did the film make you feel?  3) Shared reading of The Giver Ch. 1.  4) Whole Class Discussion: The power of language. |
| **THURSDAY**  SL.11-12.1 | **Power and control in**  ***The Giver***  Why are rules established?  How are rules helpful?  When is it appropriate to break rules?  Do you believe that “rules are meant to be broken?” | 1) Shared reading of The Giver Ch. 2  2)Whole Class Discussion: Breaking rules.  3) Make a list of five rules/procedures that Jonas is supposed to follow in the community. Write a few sentences evaluating the rules-do you think they are valuable/helpful? What purpose do the rules serve in the community? |
| **FRIDAY**  W.11-12.1 | **Power and control in *The Giver*** | Leadership “blog post” due.  1)Shared reading of The Giver Ch. 3  2) Students read The Giver ch. 4 independently.  3) Reading response questions ch’s 1-4 (individual work time).  **HOMEWORK (DUE MON)**: Read The Giver chapters 5-6 for Monday and finish reading response questions (due Tuesday). |

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| **WEEK TWO** | **TOPIC/ESSENTIAL Qs** | **LEARNING ACTIVITIES** |
| **MONDAY**  SL.11-12.1b | **Power and control in *The Giver*** | 1) Jigsaw discussion responding to The Giver chapters 5-6.  2) In jigsaw groups, discuss: Should the government censor what is posted online to try to prevent cyber bullying? Be sure to give specific reasons as evidence to back up your ideas.  3) Each group share out to the whole class. |
| **TUESDAY**  RL.11-12.2 | **When is it appropriate to question or disobey authority?** | Reading Response Questions Ch. 1-4 due  1) Shared reading: The Giver Ch. 7  2) Whole class discussion: questioning/challenging authority. Connecting *The Giver* to our lives. |
| **WEDNESDAY**  SL.11-12.1 | **How can you change the world by being a good leader?** | 1) Watch: Martin Luther King Jr’s “I have a dream” speech on YouTube  2) Free-writing—imagine that you are going to give your own “dream” speech to your high school. What would you say? What are the most important issues in the school/city/country/world that you believe should be resolved?  3) Whole class discussion- responding to speech and freewrite. |
| **THURSDAY**  SL.11-12.1 | **Challenging authority in *The Giver*** | 1) Shared Reading: The Giver Ch. 8  2) Read The Giver ch.9 Independently  3) Whole class discussion: questioning/challenging authority in *the Giver*. What is the tone? What is the author trying to tell us? |
| **FRIDAY**  W.11-12.1 | **Challenging authority in *The Giver*** | 1) Shared Reading The Giver Ch. 10  2) Read The Giver ch. 11 independently  3) Reading Response questions ch. 5-13 (Independently)  **HOMEWORK**: Read The Giver Chapters 12-13 for Monday, and finish reading response questions (due Tuesday) |

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| **WEEK THREE** | **TOPIC/ESSENTIAL Qs** | **LEARNING ACTIVITIES** |
| **MONDAY**  SL.11-12.1 | **How can society/government control our beliefs, or the way we view the world?** | 1) Watch youtube video illustrating The Allegory of the Cave  2) Whole class discussion: using the allegory of the cave to discuss Jonah’s discovery of color.  3) Freewrite: how does society/government control our beliefs and knowledge of the world? |
| **TUESDAY**  RL.11-12.4 | **How can society/government control our beliefs, or the way we view the world?** | Reading Response Questions ch. 5-13 due.  1) Shared reading of The Giver Ch. 14  2) Read The Giver ch. 15-16 independently. |
| **WEDNESDAY**  RL.11-12.2 | **Bullying in *The Giver*** | 1) Shared reading of The Giver ch. 17-18.  2) Read The Giver Ch. 19 independently  3) Freewrite: Look back at your freewrite about bullying from week one, and apply what you wrote to the government in *The Giver*. Is the government in the community a bully? Explain why or why not. |
| **THURSDAY**  SL.11-12.1 | **Bullying in *The Giver*** | 1) Shared reading The Giver ch. 20.  2) Watch “STRAIN” (short film)  3) Class discussion: Bullying in The Giver and in our lives. What you can do in real life to prevent bullying. |
| **FRIDAY**  W.11-12.1 | **Bullying and control** | 1) Read The Giver ch. 21-22 independently.  2) Shared reading The Giver ch. 23  3) Freewrite: Reaction to the end of The Giver.  **HOMEWORK**: Reading response questions ch. 14-23 (due Wednesday) |

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| **WEEK FOUR** | **TOPIC/ESSENTIAL Qs** | **LEARNING ACTIVITIES** |
| **MONDAY**  SL.11-12.1b | **How can I be a good leader?** | 1) Introduce writing assignment and share example.  2) Begin brainstorming in journals. |
| **TUESDAY**  W.11-12.3a | **How can I be a good leader?** | Writing Workshop Day 1: Freewriting, brainstorming, pre-writing. |
| **WEDNESDAY**  W.11-12.1 | **How can I be a good leader?** | Reading Response Questions ch. 14-23 due  Writing Workshop Day 2: Writing a hand-written rough draft.  **HOMEWORK**: Self-edit your first draft by hand (due wed). |
| **THURSDAY**  SL.11-12.1 | **How do you know who to trust?** | 1) Teacher introduction of *A Few Good Men*.  2) Watch: *A Few Good Men*  3) Whole class discussion: connecting A Few Good Men to The Giver. |
| **FRIDAY**  RI.11-12.7 | **What is the importance of the chain of command? Do we have a hierarchy in the civilian world?** | 1) Watch: A Few Good Men  2) Whole class discussion: the importance of the chain of command. Do we have a hierarchy in the civilian world? |

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| **WEEK FIVE** | **TOPIC/ESSENTIAL Qs** | **LEARNING ACTIVITIES** |
| **MONDAY**  RI.11-12.7 | **When is it appropriate to disobey/question authority? How do you know what is “right”?** | 1) Watch: A Few Good Men |
| **TUESDAY**  SL.11-12.1 | **When is it appropriate to disobey/question authority? How do you know what is “right”?** | 1) Finish watching: A Few Good Men  2) Small Group discussion: responding to A Few Good Men. |
| **WEDNESDAY**  W.11-12.2b | **How can I be a good leader?** | Writing Workshop Day 3: Computer Lab- typing second draft.  Individual conferences with me as needed.  Print off a copy of your draft by the end of class today and hand in to me. (If you need more time, you can finish typing your draft at home, and bring it tomorrow). |
| **THURSDAY**  RL.11-12.4 | **How to get the most out of Shakespeare.**  How can knowledge of figurative language and literary devices help us understand a difficult text?  Power theme in Shakespeare’s sonnets. | Typed Draft of Written Assignment DUE  1) Teacher Talk: How to get the most out of Shakespeare.  2) Shared Reading Sonnet 94  3) Class discussion of Sonnet 94; modeling how to understand Shakespeare.  4) Review figurative language and literary devices- how they can help us understand Shakespeare. There will be a quiz on Monday. |
| **FRIDAY**  W.11-12.3a | **How can I be a good leader?** | Writing Workshop Day 4: Peer editing.  Individual conferences with me as need. |

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| **WEEK SIX** | **TOPIC/ESSENTIAL Qs** | **LEARNING ACTIVITIES** |
| **MONDAY**  RL.11-12.4 | **How to get the most out of Shakespeare.**  How can knowledge of figurative language and literary devices help us understand a difficult text?  Power theme in Shakespeare’s sonnets. | 1) Quiz: Figurative Language and Literary Devices  2) Shared reading of Sonnet 150  3) Group discussion and analysis activity with Sonnet 150 |
| **TUESDAY**  W.11-12.2b | **How can I be a good leader?** | Writing Workshop Day 5: Computer Lab- typing final drafts.  Due at the beginning of class tomorrow. |
| **WEDNESDAY**  SL.11-12.1 | **How WILL I be a good Leader?** | Written Assignment Due  1) Feather circle- Sharing written assignment. |
| **THURSDAY**  RL.11-12.2 | **Power struggle in *Hamlet*** | 1) Teacher Talk: Power theme in Hamlet.  2) Reader’s Theatre: Hamlet Scenes 1-2  \*Note: In Reader’s Theatre, I will assign students to read particular roles. I will stop periodically to check for understanding as needed, and to discuss the text in depth. |
| **FRIDAY**  RL.11-12.2 | **Power struggle in *Hamlet*** | 1) Reader’s Theatre: Hamlet Scenes 3-6 |

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| **WEEK SEVEN** | **TOPIC/ESSENTIAL Qs** | **LEARNING ACTIVITIES** |
| **MONDAY**  SL.11-12.1 | **Power struggle in *Hamlet*** | 1) Reader’s Theatre: Hamlet Scene 7  2) Whole class discussion: Connecting *Hamlet* to *The Giver* and *A Few Good Men.* |
| **TUESDAY**  SL.11-12.1 | **Tactics used in gaining power; ethical ramifications.** | 1) Shared Reading: Excerpt from *Mein Kampf*  2) Silent discussion re: Mein Kampf |
| **WEDNESDAY**  W.11-12.1 | **Tactics used in gaining power; ethical ramifications.** | 1) Reader’s Theatre: Hamlet Scenes 8-9  2) Reading response questions, Hamlet scenes 1-9 (independently)  **HOMEWORK**: Finish reading response questions (Due Friday) |
| **THURSDAY**  **SL.11-12.1** | **Being passive/feeling powerless.**  Is anyone truly powerless?  Can simply expressing yourself cause change? | 1) Reader’s Theatre: Hamlet Scenes 10-13  2) Listen/watch “Let it Be” by the Beatles and “Blowing in the Wind” by Peter, Paul, and Mary  3) Whole Class discussion: Is anyone truly powerless? Can simply expressing yourself cause change? |
| **FRIDAY**  **RL.11-12.4** | **Tactics used in gaining power; ethical ramifications.** | Reading Response Questions ch’s 1-9 due.  1) Reader’s Theatre: Hamlet Scenes 14-16 |

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| **WEEK EIGHT** | **TOPIC/ESSENTIAL Qs** | **LEARNING ACTIVITIES** |
| **MONDAY**  RL.11-12.2 | **Leadership though art.** | 1) Reader’s Theatre: Hamlet Scene 17  2) Teacher Talk: Meta theatre in Hamlet- the importance of art.  3) Discuss Hamlet exam and hand out study guide. |
| **TUESDAY**  SL.11-12.1b | **Leadership though art.** | 1) Jigsaw discussion: Leadership through art and meta theatre.  2) Examine visual art: Pablo Picasso’s *Girl Before A Mirror (1932); Rebirth* by Aaron Douglas (1927) |
| **WEDNESDAY**  SL.11-12.1 | **The Power of Art** | 1) Freewrite: How has art inspired you?  2) Whole Class discussion: the power of art. |
| **THURSDAY**  SL.11-12.1b | **Connecting *Hamlet* and *The Giver* regarding leadership and power.** | 1) “Hot Seat” activity (students are given the opportunity to ask each other questions to study for the test) |
| **FRIDAY**  W.11-12.1 | **Connecting Hamlet and The Giver regarding leadership and power.** | **Hamlet Final Exam** |